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ABSTRACT

Part of a 13-volume series designed to be used as a group inservice or a self-learning system to train school administrators and counselors for their role in career education, this first section (8.1) of module 8 (implementation for counselors) consists of readings and activities to assist the counselor in preparing and evaluating those materials, procedures, and techniques that will aid with the implementation of career education in the school system. (Module 8 is one of six modules for administrators and four for counselors developed in Phase IV of a five-phase career education project in Hawaii. The first two are common while the balance are specific to either counselors or administrators.) Module 8.1 contains a lesson dealing with the preparation and evaluation of career education materials and four activities. Reading selections are provided on the following: Review and analysis of sources of occupational information for career education, a guide to the development of a community resource directory in career education, and guidelines for the development of a career information library. A brief bibliography is also included. (TA)

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CAREER EDUCATION
ADMINISTRATORS AND COUNSELORS
IMPLEMENTATION MODEL

PHASE IV, HAWAII CAREER DEVELOPMENT CONTINUUM PROJECT

"Comprehensive Staff Development Model for Delivery of Career Development System for the Public Schools of Hawaii"

MODULE VIII--IMPLEMENTATION
(8.1) PREPARATION AND EVALUATION OF COUNSELOR MATERIAL

College of Education, University of Hawaii
Office of Instructional Services, Department of Education
State of Hawaii

SEPTEMBER 1976

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FINAL REPORT

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Hawaii Career Development Continuum, K-14

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PROJECT OVERVIEW

The overall plan for the development of Career Education in the state of Hawaii was conceived as the Hawaii Career Development Continuum Project. To date the continuum consists of the following phases:

PHASE I (1972) - Development of a Continuum for Career Development K-12.

PHASE II (1972-73) - Development of Curriculum Guides K-12 and an ETV series for grades 4-6.

PHASE III (1974-75) - Development of teacher education models and training of teacher cadre, etc.

PHASE IV (1975-76) - Development of model and materials for counselors and administrators.

As can be seen, Phase IV was designated as the training component for administrators and counselors.

The initial segment of Phase IV was to develop a model to characterize the training procedures. The next task was to collect and/or develop a set of materials for each module of the training program. The initial set of materials is designed to present the administrators and counselors an opportunity to seriously examine Career Education and its implications for their institutional roles. The balance of the materials tend to focus on the various administrative functions which affect implementation of Career Education.

The series of documents comprise the materials for an in-service program for a variety of administrative positions at the school and district level. There is a certain flexibility since the materials are designed to be used as a group inservice or a self-learning system.

Program Organization

There are six (6) modules for administrators, four (4) for counselors in the phase. The first two are common while the balance are specific to either counselors or administrators. The modules are:

Module I--Information

Module II--Orientation

Module III--Teacher Information and Orientation for Administrators

3.1 Identify Change Strategy

Module IV--Planning

4.1 Develop Plans for Curriculum Preparation and Infusion

4.2 Plans for Resource Allocation

4.3 Plans for Scheduling

4.4 Plans for Community Involvement

Module V--Implementation

5.1 Supervision of Teaching

5.2 Curriculum Evaluation

Module VI--Evaluation of Career Education (Administrator)

Module VII--Develop and Implement Needs Assessment

Module VIII--Implementation

8.1 Preparation and Evaluation of Counselor Material

8.2 Consultation to School Personnel

8.3 Integration of Coordination of School and Community Resources

Each module has a similar format. A short introduction provides an overview of the material to be covered, and a set of goals which are to be addressed in the module. In the common modules a time frame and a description of the materials are suggested for use with each goal statement.

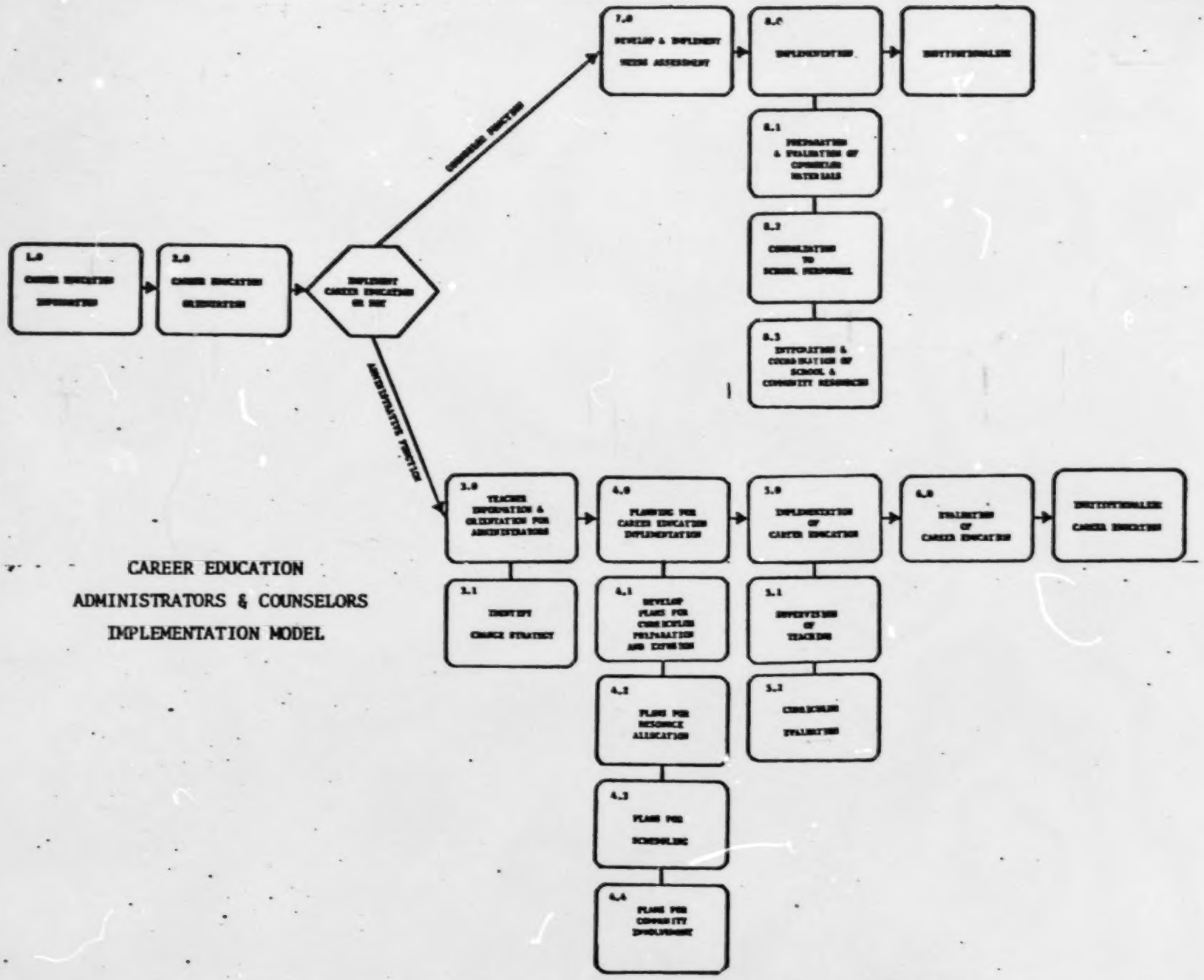
In the administrator and counselor specific modules a lesson format is suggested, since the use of these materials may vary widely from situation to situation.

In addition, there are specific comments for use by a workshop facilitator, instructor, etc., for those lessons where such teaching suggestions are appropriate. Several of the modules contain simulations or other learning activities to reinforce the appropriate goal statement.

Each module has supplementary readings which can be duplicated and handed to the participants either prior to or during the workshop. When there is a time frame for a module, the estimated time has included a period for perusal of the article during the workshop. If the materials are read in advance, the time estimates should be adjusted accordingly. A bibliography is also attached for those modules where it is appropriate.

Again, it should be noted that this set of materials is a guide to training administrators and counselors in the implementation of career education. It is not a prescription which should be followed unwaveringly. Some modules may be inappropriate for certain groups. It is the responsibility of the workshop facilitator to consider the individual differences within and between groups and to gauge the presentations accordingly.

It should further be noted that this implementation program is based upon the notion that there will be a time span between the end of one module and the beginning of the next. Since the entire program would take twenty to thirty hours at a minimum, and given the workshop regulations of the Department of Education, that would be a logical supposition.



CAREER EDUCATION

ADMINISTRATORS & COUNSELORS

IMPLEMENTATION MODEL

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ACKNOWLEDGMENT

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IMPLEMENTATION MODULE

Preparation and Evaluation of Counselor Materials

The counselor materials module for career education consists of suggested readings and activities to assist the counselor to prepare and evaluate those materials, procedures, and techniques that will aid with the implementation of career education in our school system. The information presented is for the general use of all involved with career education. The lessons are suggestions, and the counselor should feel free to modify these suggestions according to the career education needs of the particular school.

Current trends indicate that counselors are becoming more involved and committed to career education throughout the nation. Counselors have found that with a reorganization of priorities, with a reallocation of time, and with a redefinition of counselor role and function, they have been able to implement career education programs and at the same time, fulfill their many other counseling responsibilities. The inclusion and infusion of career education into the counseling repertoire will mean that a counselor will also choose to become a teacher of teachers, an occupational and educational specialist, and a coordinator of community resources.

As a teacher of teachers, the counselor in career education is in a unique position to cooperatively develop with other educators, materials, procedures and techniques which will allow for the smooth infusion of career education into the curriculum. As an occupational and educational specialist, the counselor in career education can identify sources of occupational and educational materials, and develop criteria for assessment of these materials.

At the completion of this module, the reader should:

1. Be prepared to utilize a range of materials, procedures, and techniques that will successfully expedite the implementation process of career education.

2. Be able to identify and assess sources of occupational and educational materials.

Lesson 1

Content

To insure that career education will succeed and have impact, it is imperative that all students have equal opportunity to participate in the program and that all segments of the school and community have a high degree of commitment to the program. To promote this success, the counselor, with multi-counseling responsibilities and specifically those of teacher, specialist, and coordinator of career education, should assist in the implementation process by:

1. Actively demonstrating commitment to career education.
2. Attending seminars, meetings, etc. with the administration.
3. Involving administrators, key faculty, lay personnel, and students in the development of a career education program in school.
4. Inviting with administration other counselors, administrators, faculty, parents, employers and students to seminars and classes in career education.
5. Establishing with the aid of this cadre and the administrator career education classes for all teachers, students, and lay people.

It is within these classes that counselors in career education will be able to impart their knowledge of career education, to develop and/or share materials, procedures and techniques, and to suggest and assess occupational and educational materials. The information explosion has made it difficult for most individuals to remain current. The process of identifying, utilizing, and assessing materials, procedures, and techniques is one function of the professional responsibilities of the counselor. Teachers, students, and administrators in concert with counselors can become knowledgeable in what has been traditionally referred to as the "tools" of the counseling profession.

Preparation

In the preparation of materials, counselors in career education always have available to them primary sources of occupational and educational information: the person in the work world and the employer. Information on careers can be gathered directly from the worker and employer by students through interviewing, a technique which can be taught by counselors. Firsthand data can also be obtained from field trips, on-the-job training, parttime and summer employment experiences, cooperative work programs, and various work-study projects. Further, training seminars, community resource workshops (job fairs, career days), and school classes can utilize the worker and employer as valuable resources by inviting them as speakers, panelists, etc.

In general, other sources of occupational and educational information are available through various government and private agencies. A plethora of materials can be obtained from the federal government through such agencies as the following:

1. Bureau of Labor Statistics
2. Manpower Administration Information Office
3. U. S. Commission on Civil Service
4. U. S. Department of Commerce
5. U. S. Department of Labor
6. U. S. Department of Labor--Women's Bureau

At the state, county and local levels, career education information is also offered by a variety of individuals and community facilities. Examples are as follows:

1. Counselors and schools
2. Personnel specialists (private and public)
3. Business and industry
4. Government agencies
5. Religious organizations
6. Hospitals
7. Museums
8. Institutions of higher learning (public and private)
9. Libraries (public and special)
10. Trade associations
11. Unions
12. Professional associations
13. Employment agencies

Specifically, the following are Hawaii community resources which can offer career education information:

1. Department of Personnel Services (State of Hawaii)
2. Department of Civil Service (City and County of Honolulu, etc.)
3. State Employment Office

4. Department of Labor and Industrial Relations (State of Hawaii)

5. Department of Planning and Economic Development

6. Governor's Commission on Manpower

7. State Regulatory Agency

8. Hawaii Employers Council

9. Career Information Center of Hawaii

10. Chamber of Commerce

11. University of Hawaii Placement and Career Planning Office

12. Professional associations (examples)

    a. Consulting Engineers Council of Hawaii

    b. Hawaii State Bar Association

    c. American Institute of Architects

    d. Advertising Agencies of Hawaii

13. Industry (examples)

    a. Hawaii Hotel Association

    b. Hawaii Visitors Bureau

14. Unions (examples)

    a. AFL-CIO

    b. Teamsters

15. Business

    a. National Alliance of Businessmen

    b. Bank of Hawaii Department of Business Research

These and many other resources can be located through the Yellow Pages of the Telephone Directory which will provide the organization's name, address, and telephone number. Most, if not all, of the occupational and professional groups are listed.

In addition to the variety of resources, there is also a variety in the types of occupational and educational materials produced by individuals, publishers, private/public employers, professional organizations, etc. Examples of the types of products/materials are:

1. Directories on occupations/employers/schools

2. Printed information (books, pamphlets, journals, etc.)

3. Computerized systems

4. Career games

5. Simulation kits

6 Microfilms

7. Films and filmstrips

8. Audio tapes, records

9. Audio-visual tapes

10. Slides

11. Workbooks

12. Packaged group procedures (example: Vocational Exploration Groups--V.E.G.)

Since it is rarely possible or even necessary for counselors to develop a complete library of all materials available, the following should be considered basic essentials of a career education library:

1. Occupational Outlook Handbook (U. S. Department of Labor)

2. Dictionary of Occupational Titles

3. Vocational Guidance Quarterly (National Vocational Guidance Association Journal)

4. Local Directory of Community Resources (to be developed if not available)

5. Guide to Occupations in Hawaii (Hawaii Career Information Center)

6. Local and National Directories of Educational Institutions

In addition to having access to these materials, counselors themselves must be trained in the art and skill of counseling, consultation, and coordination. In the realm of counseling, professional counselors have been trained to employ and select techniques which increase student learning and facilitate behavioral change where appropriate. These techniques can be applied whenever and wherever necessary in the integration of career education information in the program. Examples of these techniques are:

1. Group Procedures

2. Interviewing

3. Role Playing

4. Discussion

5. Demonstration

6. Brainstorming

7. Modeling

8. Effective Use of Resource Persons

When needed and appropriate to the career education program, these techniques can be used not only by counselors, but also by students, teachers and other interested educators who can be trained and supervised by the counselors.

Evaluation

Counselors, in evaluating career education materials, should consider the following general guidelines:

1. Occupational and educational information must be related to the developmental needs of the consumer.

2. Occupational and educational information must be related to the grade level of the consumer.

3. Occupational and educational information must be related to the present and future of the consumer.

4. Occupational and educational information must be related to the local needs.

5. Occupational and educational information must be related to the priorities defined by the school.

Further, the heavy influx and wide variety of materials on the market has made it crucial for counselors to assess the information in a systematic manner. The National Vocational Guidance Association has attempted to introduce consistency and standards in the evaluation process through its latest publication entitled Guidelines for the Preparation and Evaluation of Career Education Media: Films, Filmstrips and Printed Materials (NVGA, 1972).

However, it must be considered that while the information or material is assessed or evaluated to have merit, the ultimate worth is whether the product is used by the student. Counselors in career education have observed that students do not actively or systematically seek occupational and educational information. The reasons for this behavior need further investigation. However, for students who do gain access to the information, it is imperative that the materials be current. And unless the information is current, students will not seek or use the materials. These two conditions, currency and utilization, are interdependent.

Thus it seems reasonable to conclude that the purchase and evaluation of occupational and educational information materials represent a financial, time, and energy investment on the part of the school. It is important that (1) manpower is available to keep information current, and (2) the budget be sufficient to support current materials over a long period of time. Without these two considerations, the concept of a viable Career Information Library is negated.

Activity 1

TASK: Prepare a Community Resource Directory for your school.

Activity 2

TASK: Define (what is it.), develop objectives (what, when and why do we use it), implement (use it), and assess (measure it) each counseling technique:

1. Group Procedures
2. Interviewing
3. Role Playing
4. Discussion
5. Demonstration
6. Brainstorming
7. Modeling
8. Effective Use of Resource Persons

Activity 3

TASK: Using the NVGA Guidelines for the Preparation and Evaluation of Career Information Media: Films, Filmstrips, and Printed Materials, develop an Occupational Information Evaluation Checklist for your school.

Activity 4

TASK: Develop or update the Career Information Library for your school.

READINGS

REVIEW AND ANALYSIS OF SOURCES OF OCCUPATIONAL INFORMATION FOR CAREER EDUCATION*

by Kenneth D. Hills

Within the framework of the 1972 National Vocational Guidance Association Guidelines for the Preparation and Evaluation of Career Information Media: Films, Filmstrips, and Printed Materials, Kenneth D. Hills recommends the following guidelines which can be applied with minimal adaption to all types of materials.

Content

The following categories should be included in good occupational information and answer the majority of questions as suggested.

1. Job Duties: This should include a simple clear statement of the activities in which the worker engages on the job.

   a. What does the worker do?
   b. What physical activities are required, e.g., manipulating, lifting, climbing, stooping, crouching, kneeling, etc.?
   c. What kind of decisions does he need to make?
   d. Does he work primarily with people, data or things?

2. Working Conditions: A realistic portrayal of the actual work setting is invaluable and absolutely necessary.

   a. What are the physical surroundings?
   b. What unusual conditions exist, e.g., temperatures, noise level, humidity, fumes, dust, odors, indoors or outdoors?
   c. What relation does one have with other workers: proximity, isolation, verbal communication, etc.?
   d. What type of equipment is used?

3. Qualifications: This statement should include very specific details of all the data a potential worker needs to know in order to enter this occupation, and any requirements beyond the entry-level skill and training.

   a. What skills are required?
   b. What are the minimum entry requirements?
   c. What are the preferred entry requirements?
   d. What level of training is required, e.g., degrees, certification, licensing, etc.?
   e. What are the physical requirements?
   f. What examinations are required, e.g., written, physical?

*ERIC, 1973

g. What are the membership requirements, e.g., union, professional, associations, etc.?
h. What special personal requirements are there, e.g., observational skills, ability to concentrate, etc.?

4. Job Satisfactions: Because values play such a key role in career decision-making, a clear understanding in this area is vital.

a. What is the wage rate and wage supplement?
b. What type of responsibility is required?
c. How does this job relate to other jobs with which he will becoming into contact, e.g., income, supervision, shared responsibility, etc.?
d. What are the advancement opportunities?
e. What are the requirements for advancement?

5. Long-Range Outlook: With the job progression or movement from job to job, changing from the "ladder" toe "lattice" concept, the opportunity for intra-job movement or inter-job movement within a job family becomes more crucial.

a. What is the location of the hiring establishment?
b. What type and size of establishment is it?
c. What is the future of the immediate industry of which this job is a part?
d. What technological changes are expected that will affect the job?
e. How will population growth affect this position?
f. How will the economic situation affect this position?
g. What are the anticipated job requirement changes?
h. What is the promotional pattern?
i. What are the related opportunities for alternate careers?
j. What processes will lead to these alternatives?

6. Current Labor Market Situation: For the student who is moving into the specialization stage of his training, and for the job searcher, this information has to be accurate and current.

a. How many openings are there now?
b. Where are these openings, e.g., local, state, regional, or national?
c. What are the predicted openings for the next month, six months, one year, three years, or five years?

7. Other Information: In this area, appropriate supplemental materials should be identified.

a. What supplemental materials are identified (books, pamphlets, journals, monographs, films, etc.)?
b. What schools and agencies provide training and opportunities where relevant?
c. What on-the-job, cooperative work experience, work study, part-time employment, etc., are available?
d. What financial aids are available during the training period?

Process

The occupational information may be most accurate and detailed, but unless it is presented in an attractive, interesting way, all the effort will be of little value. Occupational information must be usable by and accessible to persons of varying ability and experience, causing the style and format to be of utmost importance. Some considerations focusing on this aspect of occupational information follow.

1. Readability: The information should be as free as possible of technical terminology or sophisticated language, so it will not lose the portion of the audience having the greatest need.

   a. What level are you seeking to serve, e.g., elementary, junior high, high school, college, general public, etc.?
   b. What is the reading level of the material?
   c. Is technical jargon defined and clarified?
   d. Is the information concise and to the point?

2. Usability: Motivation is critical and a basic concern in the historical lack of occupational information utilization.

   a. Is the material relevant to the intended age or educational level?
   b. Is the material attractive to the intended audience?
   c. Are the illustrations related to the theme?
   d. Is the content well organized and carefully edited?
   e. Do the illustrations and content reflect an unbiased presentation of sexes and races?

3. Accuracy and Currency: This factor seems almost unnecessary to mention, but has often been overlooked.

   a. Are the occupations depicted fairly and correctly?
   b. What is the publication date (in the case of books, consider the first copyright date)?
   c. Are the photographs and illustrations dated by styles?
   d. Is there a regular updating procedure (NVGA recommends every two years as a minimum)?
   e. Is this information true of the local, county, state, regional, or national scene?

Biases

This are pertains to authorship and sponsorship in selecting occupational information.

1. Who collected the data?

2. Why was the data collected?

3. How was it accomplished?

A GUIDE TO THE DEVELOPMENT OF A COMMUNITY RESOURCE DIRECTORY IN CAREER EDUCATION*

by Robert E. Norton

The steps in developing a community resource directory as suggested by Robert E. Nortion are presented topically. A narrative explanation of how each step should be conducted has not been included. Rather it becomes the responsibility of the counselor in career education and/or the person in charge of the Career Information Library with all the available resource persons to determine how each step should be conducted to satisfy local needs and school priorities. The steps are as follows:

1. Determine the geographic area to be included.
2. Prepare a map of the area.
3. Determine the kinds of resources to be included in the directory.
4. Identify names, addresses, and telephone numbers of persons representing the desired resources.
5. Determine the manner in which information needed will be gathered.
6. Prepare survey instruments appropriate to each group.
7. Collect information for the directory.
8. Code and classify the information.
9. Compile and publish the directory or update an existing directory.

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*Center for Vocational Education, 1974.

GUIDELINES FOR THE DEVELOPMENT OF A CAREER INFORMATION LIBRARY

WHAT: Develop a statement of goals and objectives.

WHY: Develop a statement of national and local career education needs.

WHERE: Locate the library to provide for maximum and easy accessibility to students, faculty, and counselors.

WHO: Delegate the responsibility for development and maintenance of the library to the counselor in career education or a guidance teacher to be assisted by students or other aides.

WHEN: Implementation should be immediate.

HOW: Seek a guarantee of long-term fiscal funding.

Prepare a career education needs assessment.

Establish criteria for the acquisition of career education materials.

Prepare a community resource directory.

Establish an up-to-date standardized classification storage or filing system.

Involve students, teachers, administrators, parents, employers, other community members, and school library personnel in the development.

Establish an ongoing schedule for updating of career information.

PREPARATION AND EVALUATION OF COUNSELOR MATERIALS BIBLIOGRAPHY

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